



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

CHHATRAPATI SHAHU INSTITUTE OF BUSINESS EDUCATION AND RESEARCH

CSIBER CAMPUS, UNIVERSITY ROAD, KOLHAPUR

416004

www.siberindia.edu.in

SSR SUBMITTED DATE: 05-08-2022

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

INTRODUCTION:

Chhatrapati Shahu Institute of Business Education and Research (CSIBER) was established in 1976 by the renowned educationist and Chartered Accountant (Late) Prof. Dr. A. D. Shinde. It was started as an affiliated post-graduate institution under Shivaji University, Kolhapur, offering professional programs in Management, Computer Science, Environmental Studies, Social Work, and Economics. The vision of the founder was to offer professional courses to students of rural areas in Southern Maharashtra and north Karnataka. Being a pioneer in the field of professional post-graduate studies in the region, the Institute attracted students from all over the country. In less than two decades of its inception, CSIBER became a premier institute in the field of education.

The Institute adopted academic innovations after it was granted autonomous status in 1995. CSIBER became the first Autonomous Institute in Maharashtra. Under autonomy, existing programs were revised and upgraded with more specializations. Till date, three cycles of NAAC accreditations have been completed, with A+ grade in the third cycle. Recognizing the excellent work being done in the field of education, the UGC awarded the status of College with Potential for Excellence three times. In recent times based on the submission of the academic initiatives, CSIBER was selected under the RUSA 2.0 scheme of the Government.

As per the vision of the founder Director of the Institute is working towards increasing the number of international collaborations and becoming a private university offering world-class education.

Vision

VISION

1. To provide professional education and training to students in general and particularly those from and around Southern Maharashtra, which is predominantly rural.
2. To provide facilities and training to the teaching and research community in higher and professional education.
3. To promote confidence and motivate faculty and staff to efficiently address the expectations of the student community and society at large.
4. To equip the student community, through academic autonomy, to face future challenges.
5. To inculcate the spirit of dignity of the individual, excellence, and service.

Mission

"CSIBER to be an Institute of the first choice of the students."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The multidisciplinary program of CSIBER is its biggest strength. The pioneer Institute under Shivaji University, Kolhapur offers professional Post Graduate programs. Due to its long standing experience, CSIBER could establish its premier position in the field of education. The Autonomous Status has added to the Institute's strength. The academic flexibility in the autonomous system gave the scope to upgrade the syllabi of various programs. Diverse specializations, as well as introduction of the new study programs as per the needs of the society, were introduced.

Well-developed infrastructures with state-of-the-art technology tools have made the classroom experience interesting for the students. The quality certification such as C.P.E for three phases, RUSA beneficiary along with NAAC accreditation in the third cycle with A+ makes the CSIBER the Institute of the first choice of the students. The team of experienced faculty is the core asset of the Institute. It's their knowledge and rich experience that attracts students to CSIBER. Many of our students have turned into entrepreneurs as their first choice in the culinary capital of Maharashtra.

Institutional Weakness

Over the years, the quality of the incoming students is becoming a biggest challenge to the Institute. Their weak English communication skills make the campus recruitment very difficult. In spite of the best efforts of the Institute to improve this weakness of the students, a complete turnaround becomes impossible in a short span of two years. We have introduced business communication skills enhancement curriculum and short-term training and workshops along with our language labs. Kolhapur is not well connected with other cities of India by rail and by air, which hinders our process of student intake from different parts of India.

Institutional Opportunity

As a pioneer in the management education field, CSIBER has many opportunities to explore in higher education. Increasing the number of specializations and offering new programs in the emerging areas in different fields of study is the first set of opportunities the Institute continuously focuses. Offering the new programs in collaboration with national and international institutions is another opportunity the Institute intends to expand. This will pave the way for inter-institute students, faculty, and staff exchange. With the long experience, competent faculty, and full-fledged infrastructure, the Institute now plans to become a private university.

Institutional Challenge

The significant challenges being faced by the Institute are:

- 1) Availability of new qualified and competent faculty

- 2) Decline in student diversity due to mushrooming of management institutions all over the country.
- 3) Lack of complete academic freedom in spite of being autonomous for more than two decades.
- 4) Communication skills of the incoming students make the permanent placements difficult.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

CSIBER adopted the Choice Based Credit System (CBCS) for all its programs immediately after the third cycle of NAAC accreditation. All the programs, including Management, Commerce, Computer Science, Social Work, Environment Studies, and Economics, were re-structured with the components as given in the New Education Policy. This included Core Courses (CC), Discipline Specific Electives (DSE), General Electives (GE), and the Ability Enhancement Courses (AEC). By way of CBCS system implemented across all programs, the intra-department as well as inter-department course choices for the students increased. The multidisciplinary nature of the Institute makes the implementation of the CBCS system very easy to implement, with more course choices being offered to the students. All these initiatives promote the concept of academic flexibility, as mentioned in the national policy documents. Regularly revising syllabi and introducing new programs in emerging areas such as Business Analytics, Cyber Security, Banking and Financial Services, Counselling and Guidance and Quantitative Economics make the curriculum at CSIBER very strong and in tune with the times.

Teaching-learning and Evaluation

All the faculty members extensively use the ICT facilities made available in all the classrooms. In the pre-pandemic period, MOODLE was used as the platform for teaching learning and internal evaluation. During and in the post-pandemic period, the faculty members have excellently conducted all their sessions using the GOOGLE CLASSROOM platform. The experience of the faculty in using MOODLE helped them to pick up the technology for conducting the online sessions. The internal evaluation such as Home Assignments, Seminar Papers, Quiz, etc. has been conducted on this online platform. In-spite of the pandemic situation, the Institute ensured that there was no loss of teaching hours for the students. The orientation given to all the faculty members using Google Classroom, IQAC helped make all conduct their sessions efficiently.

The Examination Unit adheres to all the norms in conducting the end semester exams in foolproof and fair form. There is a system of joint paper setting with external and internal examiners. For assessment, the Institute was a pioneer in adopting the ON-SCREEN/DIGITAL EVALUATION SYSTEM under Shivaji University. The answer papers are scanned and are available to evaluators on the computers in the exam unit. With their login, evaluators can access the answer scripts in digital form. The totaling is also done automatically by the software. If the difference in marks given by the evaluators is more than 20%, the answer script is automatically allotted to the third evaluator. The adoption digital evaluation system has significantly reduced the time to declare the final results. The Institute is happy to place on record that the Exam Digital Evaluation Software has been designed by Compserve Consultants Pvt. Ltd., a software company started by Alumni of the Computer Science Department of our Institute. During the pandemic, the Exam used the technology skills of the Computer Science faculty members to conduct the online exams successfully. The final ledger of the marks is

sent to the parent University for the award of degrees.

Research, Innovations and Extension

The Institute has a separate Department of Research. The faculty in this department guide the students for research degrees in M.Phil. and Ph.D. To promote a scientific approach to research, the department conducts research methodology workshops every academic year for new batches of students. Students must complete research projects per their specializations as a compulsory requirement in all programs. The faculty are also provided with seed money for undertaking research projects. This is apart from the research proposals that the individual faculty submit to other funding agencies.

Social Extension activities are again the strength of the Institute. The students are linked to NGOs, Hospitals, and Industries as a part of the social work training. The students perform street plays on various social issues in society. Especially during Industrial Safety Week, the students are invited to perform street plays in their organizations to promote safety among the workers. During natural calamities such as floods, the students coordinated with the Collector's Office to provide help and relief to the flood-affected families. During Ganesh Festival and Diwali, the Institute takes the lead in promoting concepts such as Eco-friendly Ganesh idols and pollution-free Diwali.

Infrastructure and Learning Resources

The Institute has all the infrastructure and learning resources for effectively conducting academic activities and student development programs. This includes well-equipped classrooms with ICT facilities, an Auditorium, Seminar Hall, Language Lab, Library, and computer labs with state-of-the-art facilities. Conferences and seminars with limited participants are conducted in Seminar Hall, while programs with more than a hundred participants are conducted in the Auditorium. Cultural and traditional programs that involve students from all the programs are conducted in the open-air central area within the Institute premises. The campus is wi-fi enabled, with access given to all, even in the students' hostels. A separate management lab is provided to conduct Case Study sessions and management games. The Institute also has an independent library building stacked with the latest books and references to all the fields.

Student Support and Progression

The students are the focal point for all the curricular and co-curricular activities in the Institute. In order to make the new batch of students comfortable with the Institute programs and procedures, all the programs start with induction sessions. Orientation about the Program Structure, Examination System, Library Services, Administrative Support, IQAC, etc. are given to the new students. Apart from conducting the classes regularly, special guest lectures are conducted by industry experts on topics such as recent development in industries, placement, and communication skills. To promote inter-department interaction, students are encouraged to conduct cultural programs and celebrate all national and traditional days. The students are taken to the local Industries, NGOs, and Hospitals as part of their training as per the requirements of the respective programs of study.

Students are encouraged to take up research programs after their post-graduation within the Institute. Few students who are interested in opting for higher education and research appear for the entrance exam conducted

by the Institute. Many students have started their teaching careers in different educational institutions due to the research program.

Governance, Leadership and Management

As an autonomous institute, CSIBER has all the statutory committees for effective governance. This includes the Governing Council (GC), Academic Council, (AC) Board of Studies (BoS), Examination Committee, Library Committee, Internal Quality Assurance Committee (IQAC) etc. All these committees help in introducing academic innovations in curricular and co-curricular activities. Most of the educational proposals suggested in the different Board of Studies are discussed and approved in the Academic Council with due information to the Governing Council. Only the proposals with financial implications are taken to the Governing Council for approval. The Director is the academic head, while the Managing Trustee and Secretary of CSIBER Trust monitor the academic and financial proposals.

The management believes in a democratic style of functioning. All faculty members, irrespective of seniority, are part of various committees in the Institute. All faculty, staff and students are encouraged to give suggestions by participating in deliberations at various committee meetings.

Institutional Values and Best Practices

The Institute believes in and implements multidisciplinary and inclusive education. CSIBER adopts a democratic style of function wherein the inputs are taken from all the stakeholders for quality enhancement in the programs. The inputs from the students' feedback, Alumni Feedback, and employer feedback help to strengthen the Institute's values and introduce new best practices for the student's development. One of the best practices is using ICT-enabled teaching-learning methodology before and during the pandemic period. All the faculty members were using Moodle as a Learning Platform for conducting their sessions and evaluating their progress through online submissions. This made it easy for all the faculty members to easily shift to the Google Classroom platform to conduct their sessions during the pandemic. As a result, there was no significant loss of academic activities due to the best practice of teachers being trained for ICT-enabled teaching.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CHHATRAPATI SHAHU INSTITUTE OF BUSINESS EDUCATION AND RESEARCH
Address	CSIBER Campus, University Road, Kolhapur
City	Kolhapur
State	Maharashtra
Pin	416004
Website	www.siberindia.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	C.s.dalvi	0231-2535706	9423285987	0231-2535708	director@siberindia.edu.in
IQAC / CIQA coordinator	T.v.g.sarma	0231-2535707	9860113341	0231-2535708	tvgs@siberindia.edu.in

Status of the Institution	
Institution Status	Private , Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	19-07-1976

'Autonomy'				
Date of grant of 'Autonomy' to the College by UGC		01-01-1970		
University to which the college is affiliated				
State	University name	Document		
Maharashtra	Shivaji University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	01-04-2014	View Document		
12B of UGC	01-04-2014	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	25-06-2021	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	06-01-2015
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	CSIBER Campus, University Road, Kolhapur	Urban	11.5	9788.07

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA, Management	24	Graduate	English, Hindi, Bengali, Telugu, Marathi, Tamil, Urdu, Gujarati, Kannada, Malayalam, Oriya, Punjabi, Assamese, Maithili, Bhili/Bhilodi, Santali, Kashmiri, Nepali, Gondi, Sindhi, Konkani, Dogri, Khandeshi, Kurukh, Tulu, Meitei/Maipuri, Bodo, Khasi, Mundari, Ho, English + Hindi, English + Bengali, English + Telugu, English + Marathi, English + Tamil, English + Urdu, English + Gujarati, English + Kannada, English + Malayalam, English + Oriya, English + Punjabi, English + Assamese, English + Maithili	200	200

				,English + B hili/Bhilodi, English + Sa ntali,English + Kashmiri, English + Ne pali,English + Gondi,Eng lish + Sindhi, English + Ko nkani,Englis h + Dogri,Englis h + Khandes hi,English + Kurukh,Engl ish + Tulu,English + Meitei/Ma nipuri,Englis h + Bodo,Englis h + Khasi,Englis h + Mundari, English + Ho ,French,Sans krit		
PG	MCom,Com merce	24	Graduate	English	60	42
PG	MBA,Enviro nment	24	Graduate	English	60	24
PG	MSc,Environ ment	24	Graduate	English	30	21
PG	MCA,Comp uter Studies	24	Graduate	English	69	69
PG	MSc,Comput er Studies	24	Graduate	English	30	30
PG	MSW,Social Work	24	Graduate	English	120	120
PG	MSc,Econo mics	24	Graduate	English	30	13
PG Diploma	PGDCA,Co	12	Graduate	English	120	0

recognised by statutory authority including university	computer Studies					
Pre Doctoral (M.Phil)	MPhil, Research	18	Post Graduate	English	50	43

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	6				14				61			
Recruited	4	2	0	6	12	2	0	14	17	5	0	22
Yet to Recruit	0				0				39			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				9			
Recruited	0	0	0	0	0	0	0	0	3	6	0	9
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				35
Recruited	31	4	0	35
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	5	1	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	2	0	11	2	0	10	3	0	32
M.Phil.	0	0	0	0	0	0	4	1	0	5
PG	0	0	0	1	0	0	3	1	0	5
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	3	0	3
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	2	3	0	5
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	34	24	0	58

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	547	16	0	0	563
	Female	549	8	0	0	557
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	22	2	0	0	24
	Female	19	0	0	0	19
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	54	42	34	46
	Female	33	36	29	37
	Others	0	0	0	0
ST	Male	0	0	1	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	51	35	33	32
	Female	36	40	33	42
	Others	0	0	0	0
General	Male	179	163	158	163
	Female	204	208	208	217
	Others	0	0	0	0
Others	Male	18	12	30	34
	Female	15	13	16	27
	Others	0	0	0	0
Total		590	549	542	599

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Commerce	View Document
Computer Studies	View Document
Economics	View Document
Environment	View Document
Management	View Document
Research	View Document
Social Work	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Right from the inception CSIBER is offering multidisciplinary post-graduate programs in Management, Computer Science, Social Work, Environmental Studies, Economics and Research. The adoption of Choice Based Credit System(CBCS) system from 2016-17 has increased the course choice for the students. All the programs are redesigned as per the guidelines of NEP having Core Courses(CC), Discipline Specific Electives(DSE), General Electives(GE) and Ability Enhancement(AEC). Through CBCS CSIBER is able to strengthen the multidisciplinary and interdisciplinary nature of the programs.
2. Academic bank of credits (ABC):	The Digi-locker for the institute is activated. All The departments are informed to identify MOOC courses from their respective fields of study. These list of online courses from authentic platforms will be placed before the academic bodies for considering the credits earned by the students. At present students have been asked by the respective departments to do atleast one MOOC course during the period of study in the Institute.
3. Skill development:	All the programs being offered in the Institute are professional and based on skill development. This includes Computer Science, Social Work, Management, Environment Studies, Economics and Research. In order to improve the employability of the students all the programs are offering Ability Enhancement Course(AEC) as per the job market requirement. This includes training in personality development, interview techniques, presentation skills and communication. The social skills are improved through Institute level programs such Traditionally Days, Cultural Days, street plays and celebration of national days.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The departments are encouraged to identify the Indian Scientists/ Social Workers/Educators and celebrate their days to promote the awareness about the personalities as well as their contribution. For example National Mathematic Day, the birthday of Sri Srinivasa Ramnujan is celebrated on 22 December by screening his biopic.

5. Focus on Outcome based education (OBE):	All the programs have Program Objectives(PO), Course Outcomes(CO). The detailed syllabus with POs and COs is shared with the students at the start of the academic year. Mapping of the course and program outcome is done. The concerned faculty briefs the students on the course outline and intended learning outcomes during the first lecture of each course. The students are also informed about the assessment methods and thrust areas. Wherever necessary, subtopic-assignments are given, and the responses are reviewed in class, with comparisons to the intended response. COs are developed by a group of faculty members from different specialist domains in accordance with POs and PSOs. It is communicated to students well in advance of their classroom sessions after it has been approved by Head Academics. On the institute's website, the curriculum and course outcomes are displayed.
6. Distance education/online education:	The institute has IGNOU study center on campus. All the distance education programs being are shared to the students. This includes mainly the program specific Certificate and Diploma courses. The students choose the courses as per their interest. The students also do MOOC courses as per their career objectives. The suitable MOOC courses are suggested by the respective departments to the students.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	9	8	8
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 7

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1120	1024	1005	1012	1014
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
502	386	426	431	370
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
520	530	436	441	441
File Description			Document	
Institutional data in prescribed format			View Document	

2.4

Number of revaluation applications year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
678	708	583	429	341
File Description			Document	
Institutional data in prescribed format			View Document	

3.2

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
51	59	54	62	59
File Description			Document	
Institutional data in prescribed format			View Document	

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
81	81	81	81	81
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
613	736	650	742	751
File Description		Document		
Institutional data in prescribed format		View Document		

4.2**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
318	291	278	270	272
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 30****4.4****Total number of computers in the campus for academic purpose****Response: 700**

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
61.77	119.65	146.80	140.35	201.39

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Over the years, Chhatrapati Shahu Institute of Business Education and Research (CSIBER), remains committed to fulfilling local, national, regional and global developmental needs by offering need the hour Post-graduate programs.

After the third accreditation cycle, as per the UGC guidelines, CSIBER adopted the Choice Based Credit System (CBCS) for all its programs. To meet the needs of Industry and Society new post-graduate programs such as M.Sc.(Cyber Security), M.Sc.(Quantitative Economics), M.A. (Counselling and Guidance) and specializations in MBA(Business Analytics), and MBA (Banking and Financial Services) are introduced. The banking and Financial Services sector is a fast-growing sector, creating job opportunities in the Urban and Rural sectors. The design of curricula for both the courses is done by considering state, national and international scenarios as well as requirements of the corporate world.

The academic programs offered by the Institute are designed to meet the requirements of the stakeholders local, National, and Global developmental needs. The programs aim to provide a holistic education which has been reflected through POs, PSOs, and COs. The programs focus on employability/entrepreneurship/skill development. The advantage of Autonomy and The Choice Based Credit System (CBCS) has enabled the Institute to restructure the curriculum from time to time to tailor it according to changing needs of society. To develop independent thinking, Students are given an opportunity to participate in practically oriented learning like internships, industrial visits, field trips, Activity Based Learning and research projects as part of the curriculum. The syllabus enabled to update of theoretical knowledge and practical training for skill development to equip the students to face real-time challenges and societal needs. The programs structure and syllabi is revised in the Board of Studies (BoS) in their bi-annual meeting.

In order to give practical exposure to the students, Project Work, Field Work, Summer Internships, Seminars, Library Assignments, Field-Based Assignments are included as a part of the curriculum. All these curriculum developments are directed towards training the students in the skills that are necessary for the present-day global market. Industry Connect, Panel Discussions are conducted to give the latest insights of Industry.

To inculcate program-specific skills the Discipline specific electives(DSE) and Ability Enhancement Courses(AEC) are introduced. Moreover, to encourage interdepartmental interaction the students can opt for Generic Elective(GE) offered by the other departments.

Library stacked with 96828 titles, reputed 130 journals, magazines and 12 newspapers, as well as e-resources, provides an important source of knowledge to faculty and students. Feedback from industry, alumni, students and parents to shape the syllabus.

All these initiatives make the student's industry ready in terms of domain subject knowledge and professional skills required in the job market.

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 9

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 9

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 54.66

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
277	277	277	277	277

File Description	Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years. Response: 25.19	
1.2.1.1 How many new courses are introduced within the last five years Response: 690	
1.2.1.2 Number of courses offered by the institution across all programmes during the last five years. Response: 2739	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year). Response: 100	
1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented. Response: 9	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

Gender Equality: For maintaining equality among the staff and students, the Women's development cell and Anti-ragging cell are active. These committees take utmost care and provide support to girl students and the female staff. Meetings are conducted on a regular basis and issues are discussed to find solutions for making a better environment for women. Women development seminars also conducted, which include teaching them self-defence. International Women's Day is celebrated every year.

Environmental Awareness: Environment awareness is inculcated in students. A separate paper is included in the curriculum. Every year Environment day is celebrated with enthusiasm. Students are also involved in street plays to create awareness in the society about the importance of preserving the environment.

Human rights: The Institute makes sure that no violation of human rights takes place. 'Human Rights Day' is celebrated to spread awareness of Human Rights and motivate everyone to make the proper use of basic rights. Seminars on Human Rights are conducted in the Institute. Moreover, our Faculty members have acted as Resource persons in State and National Level Seminars.

Professional ethics: Professional ethics are taught to students as part of their holistic development. The importance for group work and imbibing leadership is being taught.

Research Ethics: Research ethics are taught to the students. Ethics in research is introduced in the research methodology subject for M. Phil. program students in commerce and management, social work, sociology and economics. This itself ensures adherence to the principles of professionalism, transparency, accountability and audibility in research at the Institute. Good quality research provides evidence that is robust, ethical, stands up to scrutiny and can be used to inform policy-making.

Moral and ethical values: Moral and ethical values are inculcated as part of the education of the students. Our teachers put their best efforts into grooming students and making them responsible citizens. All programs of National importance, Independence day, Republic day, Shiv Jayanti, Gandhi Jayanti, Teacher's day, HR Professional Day, Voters Awareness Day, International Yoga Day, World Environment Day, Youth Day, etc. are celebrated in Institute to imbibe values in the students.

Environment and Sustainability: To inculcate the modern concept of green industries among the students for sustainable development, environment-related courses are offered. The courses like Corporate Environmental strategies, Environmental Impact Assessment, Environmental management system, management of Industrial, civic waste, sustainable agriculture, Industrial Hygiene and Occupational health, safety engineering etc. are included as a part of curriculum.

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last

five years.

Response: 6

1.3.2.1 How many new value-added courses are added within the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	2	2	1

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 3.8

1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
71	0	60	23	45

File Description	Document
List of students enrolled	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 100

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 1120

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni Response: A. All 4 of the above	
File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 The feedback system of the Institution comprises of the following : Response: A. Feedback collected, analysed and action taken and report made available on website	
File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 87.91

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
563	575	505	526	566

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
649	620	624	608	611

File Description

Institutional data in prescribed format (Data Template)

Document

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 60.87

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
134	221	163	160	186

File Description

Institutional data in prescribed format

Document

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The college adopts a process to identify slow and advanced learners among students through constant observation, evaluation, and interaction with reference to the programme objectives.

The identification of slow learners and advancers at the initial stage is made through '**connect**'- a **unique program in the Management department**. Department, after one week of admission, arranges "connect." Six panels consisting of three faculty members interact with each student separately to discuss their interests, competency, and career plan. During this period, their **communication competency is evaluated and personality testing** is done. The five-factor model of personality - often referred to as the Big Five – (Extraversion, Agreeableness, Conscientiousness, Emotional stability, Openness to experience.) is used to identify the personality of new students.

A test is also conducted to identify the learning style among the students by using Honey and Mumford Learning Theory. The teaching-learning style focuses on role plays, management games competitions, case studies, projects, and internships by considering the combination of different styles.

Advanced and slow learners have also identified as per their responses in the classroom and their performance in the unit-based tests and internal examinations. Students from socially backward communities are specifically identified, and remedial classes are organized for them.

Slow Learners

The institute arranges different remedial sessions for slow learners through remedial classes, workshops, and expert lectures. Slow learners are motivated to participate in group discussions, given more focus on them during teaching. Continuous feedback throughout the lecture is taken by facial reading and asking questions to understand their learning ability. Students weak in oral communication are guided through a language laboratory under '**Utkarsh**' and by organizing language development sessions by different language experts.

Advanced learners

They are motivated by MOOC certifications. Separate industrial visits are organized for advanced learners. Advanced learners are encouraged to refer to additional textbooks and journals in the form of book review and paper review, which is considered for continuous internal evaluation. They are motivated to participate in seminars, conferences, Programming competitions, Kirloskar Vasundhara Film festival organizes

Kirloskar Vasundhara Eco-ranger team, Paper presentation, Poster presentation, Quiz competitions, debates, etc.

Special workshops are organized to give them deeper insights into specific topics not covered in the curriculum. Department of Computer studies motivates them to participate in programming skill tests in House automation projects.

For students, the overall development institute organizes various events like Quiz competitions, conclave programming contests, poster presentations, best out of waste, etc. Students are recommended to watch various YouTube videos based on various topics.

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 22:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

CSIBER, as an institute, is committed to ensuring the holistic development of the students through a student-centric learning process and suitable curriculum design. As an autonomous institute, all the departments impart advanced technologies and concepts in their syllabus. For the students' overall growth, various activities and events are arranged, and students are encouraged to participate in these activities and events. The different student-centric methods are as follows:

- 1. Guest Lectures/ Expert Seminars** – Various industrial experts are invited to give a talk on their experience and the latest technologies and methodologies adopted by the industry.
- 2. Certificate courses** – Thus, various departments organize certification courses on aspects like Big Data, IoT, Cyber Security, Data Mining, Machine Learning, Tally, advanced web technologies, and theoretical and practical management concepts.
- 3. Mini Projects and Internships** – Students must complete mini projects based on their domain courses. Students are also encouraged to go for live projects and undergo a summer internship program as a part of their curriculum.
- 4. Seminars**– Every semester, students have to give seminars on any advanced topic either from the syllabus or apart from the syllabus.
- 5. Workshops/ Conclaves** – These are **conducted** on different topics like Export Import Documentation, leadership, organizational behavior, Enhancing employability, corporate

applications of Business Analytics, stock market and mutual funds, project management, Innovative entrepreneurship, HRM & IR, Research Methodology, Data Analysis using SPSS and Excel

6. **Regular practicals** are conducted for lab-based courses like programming, Environment-related courses, econometrics, and Information technology. Field/Industrial visits are made compulsory for better experimental learning.
7. **Case studies** – Every faculty applies case study-based teaching so students can understand the application of concepts learned.
8. **Alumni participation** – Alumni are motivated and invited to interact with students. Alumni share their industrial experience and even organize workshops for students.
9. **Industrial Visits and Field visits:**-Visits to various industries within Kolhapur and outside Kolhapur are organized. Site Visits were arranged for students to different manufacturing, service sector industries, blood banks B-TV network, Library visits for research scholars, etc. MSW departments visit different social organizations and industries.
10. **Management games: - Different** management games are conducted to understand the concepts of strategic management, group dynamics, team building, leadership, creativity, and critical thinking in the management lab.
11. **Competitions:-** Competitions on the business plan, poster making on marketing concepts and social issues, and gender equality have been organized. Celebration of HR Professional Day by organizing Role-playing competition; debate competitions have been organized for students on different topics.
12. **Other Activities** – Various sports and cultural events are organized throughout the academic year for the overall development of students. Diwali Dhamaka Exhibition cum sale event, students of MBA II, Marketing Specialization put together a mini shopping festival on the campus to apply Marketing theories; Cultural Tadka is organized as a part of international HRM, SKILL CIRCUS" for all MBA II students stressing the importance of having and using right skills in different situations.

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

- **Moodle** – To simplify the teaching, learning, and evaluation process, the institute implemented MOODLE LMS in 2016 and has been in use until the pandemic. This LMS is used to communicate session-wise teaching plans, textbooks, reference books, and additional resources about each course. For continuous evaluation, the policy is to conduct one quiz per unit minimum.
- **Google Classroom** – For sharing of resources and student evaluation when students are away from campus, google classroom is used where presentations, documents, and other material are uploaded so that they can refer to it as and when they wish to. Also, the quizzes are conducted using google classroom.
- **Videoconferencing** – The institute has a full-fledged video conferencing facility that is used for arranging guest lectures by experts. The same facility is used for the placement and recruitment process.

- IT enabled classrooms – Each classroom in the institute is equipped with audio, projector, computer, projection screen, and internet facility, and teachers are encouraged to use these facilities to the maximum so that the learning experience for the students can be made easy and enjoyable.
- Online Classes:- During the Pandemic, online classes were conducted for students using google meet, edu-suite. Also, webinars were conducted using google Meet and Zoom. Faculty members have also used PODCAST, you-tube videos, and other online content for teaching.
- We motivate our students to learn historical and current information about their chosen subjects. Our faculty uses internet repositories such as Google Scholar, SHODHGANGA, INFLIBNET, NDLI, EBSCO,

File Description	Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 22:1

2.3.3.1 Number of mentors

Response: 51

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

The academic calendar is prepared well in advance for each academic year and is communicated to every stakeholder. The teachers are advised to stick to the academic calendar so that each and every activity can be completed as per the plan.

For the preparation of the Academic calendar Director of the Institute constitutes the committee having HODs, COE, and IQAC coordinator. The committee prepares the Academic calendar by considering the available working days. These available days are systematically planned by considering Admission Process, Teaching & Learning Process, Industrial/Field Visits, Study tours, Preparation leave, Semester End exams, and events such as welcome, farewell function, Sports, etc. The academic calendar is strictly

followed by the Departments & monitored by the Director and HODs. The academic calendar was prepared and displayed on the notice board.

Each teacher has to prepare a teaching plan for every semester and is asked to stick to the teaching plan. Course contents are communicated to the students through Moodle /Google classroom. Regular attendance of the students is taken on the paper to determine the number of sessions conducted per course.

The examinations are carried out per the academic calendar to ensure that every semester's teaching and learning process starts on scheduled days.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 70.37

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 63.11

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
35	34	37	36	37

File Description	Document
Institutional data in prescribed format (Data Template)	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 18

2.4.3.1 Total experience of full-time teachers

Response: 918

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 25.6

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
19	16	17	37	39

File Description	Document
Institutional data in prescribed format (Data Template)	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.08

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	0	0

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

Examination Procedures

The examination section stores and maintains different syllabus patterns for each program. The student must register for the examination by submitting the filled application form and necessary fees. If the student is appearing for the semester I examination, a permanent registration number (PRN) is generated and assigned to the student. The seat number is generated for each examination for which the student appears. The student is uniquely identified by PRN. The internal and external paper setters are appointed for paper setting work, and after question submission, the examination section updates the paper set to stock. The schedule for the examination is prepared and communicated to the student. The hall ticket containing information about the student and the examination schedule is printed for each student and distributed. The invigilators are appointed, and duties are assigned to them. The sitting arrangement for each block is printed and displayed outside the block for student information. The invigilator records information about student attendance for each session and submits it to the examination section.

The written answer sheets are collected by invigilators and submitted to the examination section, where student attendance and answer sheet verification is carried. The internal and external examiners are appointed for the evaluation of answer sheets. If the difference between the two evaluations is greater than 20% of the theory weightage, the answer sheet is evaluated by the Third Evaluator. The internal examiner submits internal marks to the examination section. A grace ledger is prepared and printed and kept in front of the Ad-hoc committee. The Ad-hoc committee verifies and validates the result of each student shown in the ledger and approves it by signing on the ledger. Once the result is approved examination section can declare the result for the students. The marks sheet for each student is printed and distributed.

Processes integrating IT

CSIBER has adopted an integrated solution for the examination procedure called a "Digital evaluation system." The digital evaluation system presents a scanned copy of the answer sheet by hiding the candidate's identity from the evaluator. For entering the marks obtained, a facility is provided, and auto totalling of marks is done by the system considering the nature of question paper nature. In order to make the process easy, the nature of the questions paper is fed to the system so that totalling can be done automatically by considering the nature of the question paper. This helps in avoiding totalling errors by the

evaluator. As the same process is carried out twice, once by an internal and once by an external evaluator, comparing evaluations helps us find human errors. The same can be rectified immediately. To maintain security and confidence, the entire onscreen evaluation process is carried out in the examination section under the supervision of the departmental staff. This reduces the threat of errors and malpractices, thus, improving the accuracy of the evaluation process. All the procedures in the manual evaluation are covered under the digital evaluation system. The automation of the evaluation workflow enables the creation of a transparent process that comes with a high degree of security. One of the notable features of the digital evaluation system is that the development and implementation of software are managed by the organization run by alumni of SIBER.

BENEFITS OF ONSCREEN EVALUATION SYSTEM:

On-line registration of candidates for examination

Generation of Hall Ticket with examination schedule of that candidate.

Auto generation of seating arrangement for examinations.

Barcoding of answer sheet for maintaining secrecy.

Appointment of paper setter and examiners using auto-generated e-mail.

Parallel evaluation of same answer sheets by both evaluators.

Reduce errors in total marks.

Finding the mistakes in two assessments.

Internal mark upload facility.

Application of gracing marks as per the norms.

Auto generation of the transcript.

Evaluators Payment through the system daily

Apex bodies like parent universities require auto-generation of information.

On-line Examination Procedure during pandemic Period

The pandemic situation was different, during which the institute used online teaching learning and evaluation by using various IT tools. The google suit, together with Webex meet, was used for conducting online examinations. In the online examination system, to monitor the students appearing for examination WebEx meeting app has been used. The question paper was framed using Google form, and the nature was

multiple choice questions. Every individual faculty has created course-wise Google classrooms for each year. The schedule for the examination is communicated to the students. The system was used to create two links, one of which was for WebEx meet and another for Google form. These links were shared with the students on their mail id registered with the system. Also, for the sake of easy operation, links were shared in respective classrooms. The invigilators monitor group of students during the examination. The students were instructed to keep video streaming throughout the examination duration. The invigilator had to monitor and maintain an attendance record of the student, and the same is submitted to the examination section. This entire process was automated by in-house faculty.

The continuous internal assessment system

For continuous internal assessment, every course has an internal assessment component that includes class participation, library assignment, case studies, home assignment, Quizzes, etc. for the internal evaluation, Moodle LMS was used. This allows faculty to post assignments and Quizzes for the students, and students can submit them as per the schedule given. During Covid-19 pandemic, it was decided to use Google suit for teaching learning and evaluation. Google classrooms were created for each course, and links were shared with the students to join the classroom. The reading material was shared on classroom assignments, and Quizzes were scheduled in the classroom. Marks obtained sheet from the quizzes were downloaded, and assignment submission was verified in the classroom. The internal marks sheet was prepared and submitted to the examination section.

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The CSIBER Institute has developed comprehensive, fair, and explicit Program Outcomes for the programs provided. The main theme is based on the revised Bloom's Taxonomy. The Departments set the Programme Specific Objectives (PSO) and Course Outcomes based on these Program outcomes (CO). Through the COs, the broad concept stated in the POs can be concretized and translated into deliverables. The same is discussed and debated in each Department's Board of Studies (BOS). When the COs are finalized, the BOS and Department Staff's input is taken into account.

The COs are a road map that outlines specific objectives and competencies that current students in a course should acquire by the end of their studies. These PSOs and COs indicate the achievable achievements for students who wish to attend the institute. The course outcomes are particularly adapted to the Program outcomes and Blooms' Taxonomy pedagogical concepts.

The concerned faculty briefs the students on the course outline and intended learning outcomes during the first lecture of each course.

The students are also informed about the assessment methods and thrust areas. Wherever necessary, subtopic assignments are given, and the responses are reviewed in class, with comparisons to the intended response.

COs are developed by a group of faculty members from different specialist domains in accordance with POs and PSOs. It is communicated to students well in advance of their classroom sessions after Head Academics have approved it. On the institute's website, the curriculum and course outcomes are displayed.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

In two/ three years of post-graduation programs, the method of achieving COs, POs, and PSOs begins with writing acceptable COs for each course of the program from the first year to the final year. The expert faculty members write the course outcomes using action verbs of learning levels suggested by Bloom's taxonomy. Then, a correlation is established between Cos and PO's on a scale of 1 to 3, with one being the Weak (low), two being moderate (medium), and three being significant (high). In this respect, a mapping matrix is prepared for each course in the program. A committee of senior faculty members regularly examines the course outcomes written and their mapping with POs before they are finalized. The following tables show the COs and the CO-PO mapping matrix:

Cos	PO1	PO2	PO3	PO4	PO5	PO6
CO1.1						
CO1.2						
CO1.3						
CO 1.4						
CO1.5						

The level of CO achievement can be measured based on the internal and external examinations conducted by the institute.

Course Attainment levels

The Course attainment is based on semester-end examinations conducted, and internal assessments conducted periodically during the semester. The CO attainment is defined at three levels as follows:

- 1.Level-1: 30% of students achieved more than the class average
- 2.Level-2: 40% of students achieved more than class average;
- 3.Level-3: 50% of students achieved more than the class average.

The target level is set (e.g., Level-2). It indicates that the current target is level 2; 40% of students achieve more than the class average. The CO attainment is measured based on the results obtained. Remedial actions are taken based on the results of attainment.

CO Attainment= 80% (Attainment level in end term examination) + 20% (Attainment level in internal examination).

Attainment of PO

In order to calculate the attainment of POs, a similar methodology is followed.

PO attainment is defined at five levels in ascending order;

The PO attainment is based on the average attainment level of corresponding courses (Direct Method) and feed-back survey (Indirect method);

The PO attainment levels are defined/set as stated below;

- 1.Level-1: Greater than 0.5 and less than 1.0 ($0.5 < 1$)-Poor
- 2.Level-2: $1.0 < 1.5$ -Average
- 3.Level-3: $1.5 < 2.0$ -Good
- 4.Level-4: $2.0 < 2.5$ -Very Good
- 5.Level-5: $2.5 < 3.0$ -Excellent

The PO attainment level is compared with the standard level.

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 97.32

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 472

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 485

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

CSIBER is committed to quality research. It is reflected in the vision statement of the Institute, "To be an Institute of the First choice of Students ." By framing tailor-made research and financial grants policy suitable for the local conditions, the Institute prioritizes, executes, and monitors the research conducted at the Institute.

This policy aims to promote research culture and ensure quality research in accordance with academic standards, ethical practices, and legal frameworks.

Institute conducts sensitization programs by inviting experts in various research domains to promote research, innovation, extension, and the generation of intellectual property.

For Research initiation institute offers support to its faculty to undertake research and development projects by providing financial assistance through seed money from Institute funds. The Institute Research and financial grants policy ensures adherence to professionalism, transparency, accountability, and auditability in research.

Institute encourages participation, presentation, and publication of research work in Conferences/ Symposium, Journals of National and International repute, and the generation of new concepts in emerging areas with potential for a socially beneficial outcome.

Infrastructural support, resources, and facilities required to carry out research and consultancy activities are well established and are frequently updated. The Institute provides research facilities such as research scholar cubicles and laboratories with internet connectivity; it is equipped with statistical packages like SPSS, Open source software, R, Python, etc., for researchers to conduct quantitative and exploratory

analysis. Research scholars, students, and faculty members of the Institute have open access to the laboratories, and it also provides them with high-speed internet and Wi-Fi Connectivity for web browsing and exploring research articles. It has a well-equipped library with online resources such as J-gate, INFLIBNET, DELNET, IEEE, EBSCO, NDL facilitating research scholars to study and review quality research articles.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0.29

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
0.30	1.161	0	0	0

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 5.26

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	4	3	1

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 18.02

3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	5.0	1.75	3.0	8.27

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Response: 1.4

3.2.2.1 Number of teachers having research projects during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	1	1

File Description	Document
Names of teachers having research projects	View Document

3.2.3 Percentage of teachers recognised as research guides**Response:** 33.33**3.2.3.1 Number of teachers recognized as research guides**

Response: 17

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**Response:** 11.43**3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	1	1

3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	7	7	7

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

CSIBER has played a crucial role in transforming the youth of rural India by providing Quality Education over the years by creating dynamic managers and entrepreneurs. Entrepreneur Development (ED) cell has been established to create an ecosystem that will nurture potential entrepreneurs from any academic discipline. The cell has been developed with financial assistance from RUSA to the Institute. Since then, the Institute has dedicated space and financial resources for the activities and construction of infrastructure for the ED cell and Incubation center. The cell has launched the ED student Club, which has been functioning since November 2019. This club facilitates students to access entrepreneurial resources, network with entrepreneurs, and share ideas to foster creativity and innovation among the students of our Institute.

The prime focus and objectives of the ED club are to sensitize students on the existing industrial scenario of the state, nurture latent entrepreneurial talents, as well as inspire and assist start-up creation. In order to develop the attitude and necessary entrepreneurial skills, the ED cell has been organizing and conducting various activities and training programs on critical thinking, organizational skills, analytical skills, etc...

ED cell has conducted seven episodes of unique activity named "Hobbypreneurs are Happypreneurs."

It was a virtual event whereby entrepreneurs from different cities who have developed a full-scale business from their hobby were invited to share their HobbYpreneurs journey and motivate the student. Through advice, mentorship, and assistance, the institute ED cell has been instrumental in creating ten entrepreneurs during the last five years and hopes to instill the spirit of innovation and entrepreneurship in young minds. Institute has signed a Letter of Cooperation with BYST – HDFC Bank Parivartan Young Gramopreneur Development Program, whereby availing of loans will be easier for upcoming entrepreneurs from our Institute.

CSIBER has in place a Research centre recognized by recognized Shivaji University, Kolhapur. The Research Centre offers an M.Phil programme in Commerce and Management, Economics, Social Work, and Sociology. Institute has built a conducive research environmental setting. It is committed to producing quality research in niche areas of Commerce, Management, Economics, Sociology, Social Work, Information and Communication Technology, Environmental Studies, Environment Science and Safety.

Research Center at the Institute ensures to acquaint research scholars with an understanding of research-related topics by organizing conferences, faculty development programs, and workshops on research methodologies, strategies, IPR, ethical practices, etc.

Such programs provide a platform for new researchers to present their ideas and interact with experts and co-researchers, facilitating the development of new research ideas.

Faculty members are motivated to undertake Government/ Non Government funded major and minor Research Projects to excel in various research areas. The Institute Management has designed a proactive mechanism for research fund utilization and provides budgetary allocation for research in the Institute for the promotion and facilitation of research and innovation.

The Research Advisory Committee and Departmental Research committee encourages investigation of research and development problems having societal and industrial relevance, contributing usefully to stakeholders.

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.**Response:** 82**3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
24	24	9	11	14

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: B. 3 of the above

File Description	Document
Any additional information	View Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years**Response:** 3.06**3.4.2.1 How many Ph.Ds are registered within last 5 years****Response:** 52**3.4.2.2 Number of teachers recognized as guides during the last five years****Response:** 17

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 4.3

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
27	27	50	84	57

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 1.79

3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
19	18	49	5	11

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response:

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response:

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 9.82

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
2.15	3.56	1.72257	1.29	1.10

File Description	Document
List of consultants and revenue generated by them	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 0

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

CSIBER is at the forefront of identifying social issues and implementing extension activities in neighborhood communities. The year-round Institute conducts awareness programs on various issues like mental health, environment protection, gender, and human values by organizing rallies and street plays in rural and urban areas around Kolhapur city. Institute has linkages with more than 50 agencies; these include hospitals, healthcare setups, Zilla Parishad, Municipal Corporation, industries, and NGOs, and in collaboration with these agencies, various activities are carried out.

Through the anti-harassment committee and department of social works Institute takes conscious efforts in conducting programs on gender sensitizing, such as

- guest lectures on Prevention of Sexual Harassment of Women at Workplace – Legal Aspects.
- Nirbhya Pathak Awareness Program
- Street Play on the "Save girl child" campaign.
- Workshop on "Genesis of Sexual Harassment of women at workplace and Judicial interventions."

Institute extension activities have multiple dimensions, such as Swach Bharat Abhiyan, Environment protection, community outreach, mental wellbeing, gender equality, Women empowerment, blood donations, national integrity and harmony, disaster preparedness, life skill development, etc. Such activities enable our students/volunteers to develop social responsibility and learn by doing.

Amidst the covid -19 pandemic situation, institute faculty and students with local government hospital staff came forward to sensitize the people about vaccination.

They also took it upon themselves to distribute PPE kits, cow dung for cremation, and makes for Anganwadi workers facilitating the frontline Covid warriors.

Institute students are a part of organizing various social intervention activities. Institute has collaborated with Yashwantrao Chavan Paritisthan's Disabled Rights Welfare forum. Furthermore, our students were involved in organizing the matrimonial event for the divyang; thirteen couples got the benefit of the event. Institute provided the platform as well as students to the district social welfare office to execute registration of transgender, has made highest registration of seventy-five transgender on the government of India portal in a single day. On Be-Ghar's Day (Homeless & Destitute), the Institute collaborated with EKT NGO to sensitize the secluded about their rights and dignity.

Extension activities like rural camps are organized yearly for the student's professional and holistic development and to imbibe life skills. Institute adopts a village for three years, and our students go to the adopted village and involve themselves in the field work, thereby knowing the actual conditions of the villagers. They carry out surveys and do a need-based assessment; based on responses and feedback from village authorities needs of the village are taken into consideration.

The Institute has collaborated with Swayam Mentally Disabled School to train the special children to make festival craft items and help this socially disadvantaged class.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 8

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	3	1	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 86

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8	13	34	20	11

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response:** 86.37**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
111	764	1571	975	960

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.7 Collaboration**3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work****Response:** 123.4**3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2020-21	2019-20	2018-19	2017-18	2016-17
62	53	184	155	163

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 14

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	4	2	2

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The Institute has 30 fully ICT-enabled classrooms. Each class has a seating capacity of 60 students. There is an independent ICT-enabled Seminar Hall with a seating capacity of 75 participants. To conduct Conferences/Seminars/Workshops, a separate auditorium with a seating capacity of 300 is in the Institute. Independent Audio-Visual Center, Management Lab, Board Room, ED & Incubation center are in the Institute. A separate Library building with around 95,000 books has been developed over the last 43 years.

Institute has ICT-enabled classrooms, eight state-of-art computer labs with the latest configuration machines, and a structured networking LAN facility on campus. The student computer ratio of 1:1 allows students to access any device in the network. The lab is well equipped with the latest software installed as per the curriculum. All the labs are power-backed up with an online UPS and generator facility. The Institute provides research facilities such as a computer lab with internet connectivity, a well-equipped library with online resources, and special packages like SPSS are available for researchers to conduct qualitative and exploratory research. The Institute provides open access to the research lab. Also, it provides various statistical packages as well as web browsing and e-mail facilities to the M, Phil, Ph.D. scholars, and faculty members of the Institute.

In addition to the above, 12 research cubicles are available for the research scholars in the central library. The separate well-equipped viva room is available for M.Phil viva-voce examination (near the examination department). The research facilities above are per the minimum specified requirements by statutory bodies.

File Description	Document
Upload Any additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

There is an open-to-sky theatre with a stage for conducting cultural activities. The in-house traditional or student activities are also conducted in Radhabai Shinde Hall, which has a capacity of 300 students. The annual Yoga Day is celebrated at the Radhabai Shinde Hall. The Gymnasium with all equipment is located in the basement of the main building.

The indoor and outdoor games have movable apparatus for conducting sports activities such as Volleyball,

basketball, table tennis, handball, carom board, chess, etc. Gymnasium (dumbbells, skipping rope, weight, etc.)

Institute has a playground for outdoor games consisting of basketball, football, cricket, kho-kho, etc. are available and well maintained to conduct various sports and games. We have a separate music club which is well equipped with musical instruments i.e., tabla, harmonium, keyboard, flute.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 30

File Description	Document
Institutional data in prescribed format	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 54.04

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
16.81	162.39	61.36	57.08	49.94

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

4.2.1 Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of autom	
LibSys	Fully	4.0	2007-2008	
Link for additional information – www.siberindia.edu.in/contentarticle-disp.php?id=24				

The Library uses LIBSYS MULTIUSER INTEGRATED LIBRARY MANAGEMENT SYSTEM. With the help of this software the book order, acquisition, catalogue, issue, returns as well as OPAC system is provided for book searching. The library staff is fully familiar to operate this software. The hard copy register was used for track the footfall of students, staff and faculty members up to the academic year 2019-20 and at present the institute has implemented online LIBRARY USER TRACKING SYSTEM with HONEY WELL BARCODE SCANNER, With the help of this system, we can collect the reports like weekly, monthly usage of the library by the students, faculty, visitors etc. in the form of online as well as hard copy.

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 25.68

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
17.98	28.04	34.86	25.73	21.79

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 4.78

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 56

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

The Institute has its own DATA CENTER with high-end server specifications and VMWARE ESSENTIAL PLUS software for Virtualization. All the Computer labs are equipped with the latest state-of-the-art desktops. The Institute has a secured network with structured cabling in the campus. A separate user name and password are provided for the students and faculty for centralized storage of digital data. The Institute has a separate STORAGE AREA NETWORK(SAN) for data storage. A separate Seqrite Quick Heal Anti-Virus Admin Console for all the servers and clients. For accessing the internet, the Institute has SOPHOS XG-210 FIREWALL. It supports 500 concurrent users. In order to block prohibited sites, rules are defined, and scripting is done. For surveillance, 90 IP cameras and (Network Video Recorders) NVRs are installed and configured on the campus. The CSIBER WI-FI access is (Media Access Control)) MAC-based. After registering the students' Laptop/Tab the student will be able to access CSIBER internet.

In order to provide security and avoid unauthorized access and usage of IT resources, Sophos Firewall is installed. To protect software from viruses, malware, etc. a separate admin console Antivirus Server is installed. To monitor and control the campus, more than **90** IP cameras have been installed,

which can be accessed anywhere on the campus with IP address. For the campus monitoring, Four TV displays are installed at various places. For communicating different activities with the student, a general pulse LFD is installed and used. All the classrooms are occupied with computers, Projectors, and Screens.

Recently a Datacenter was established for centralized storage of data with two high-end servers providing Virtualization. To manage the storage, SA has been installed and configured. Internet Leased Line with the speed of 200 Mbps is installed recently.

The Institute has implemented a Data Center on the campus, which comprises four main components, i.e. Server, Network, Power Backup, and Server Security. In Server, it has two high-end physical Rack Servers. For centralized Database storage institute has a separate SAN, i.e. Storage area network with a mirroring feature. VMware Essential is used for the Virtualization of servers. With this, we can create more VMware machines and install the servers as per the requirements. In a Network L3 switch. Cisco router and Sophos firewall is used for security. Online UPS and Gen-set facility is to provide continuous power facility to servers. In security systems, NVRs and IP cameras are used for surveillance, and also access control door, Fire Alarm, and temp monitoring system are installed in the server room. The services provided by the data center through various servers are used by the students and staff members of SIBER in campus.

The Institute has a centralized WiFi facility with multiple access points. WiFi connectivity is spread across the campus. To get connected to the campus WiFi facility, a student has to register their electronic devices or laptops with MAC ID.

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 2:1

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: B. 3 of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 70.34

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
42.90	71.33	108.91	107.15	145.17

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The Institute has appointed two hardware engineers for the maintenance of the computer laboratories with software and machines updated continuously to update the knowledge of students as well as staff. An amount of Rs. 4121313 is spent for lab up gradation and an amount of Rs. 2617197 is spent for the development of the computer center under RUSA grants. An amount of Rs.746876 was spent for the development of the Entrepreneurship Development skill hub by the Institute. With the help of ED cell, Entrepreneurial Skills training for students is conducted regularly with the monitoring of 6 members, including a chairperson.

Institute has appointed a full-time administrative officer along with civil engineer for the maintenance of the overall infrastructure of the Institute. An amount of Rs. 2880478/- spent on classroom renovation under RUSA grants. The solar energy plant is a significant initiative taken by the Institute under the guidance of an administrative officer as well as a civil engineer. Updating, The Institute has purchased the latest equipment of Rs. 627852 under RUSA grants for the Environment laboratory.

The administrative officer, along with the civil engineer, is entrusted with complete responsibility for the maintenance and repair of Infrastructure facilities. They identify the problem/modification in the facilities and places them before the management of the Institute. After the approval, the procedure of obtaining the Quotation and finalization is done with the help of the Purchase Committee. The works are finally executed under the supervision of the administrative officer and civil engineer. The flooring of corridors and classrooms has been undertaken by the management of the Institute for the last five years continuously. Everyday campus cleaning activity is done by supporting staff. Every department has supporting staff who takes care of the whole Infrastructure of the Institute. Rs.3966894 has been spent on Campus Development under RUSA. Rectors are appointed to monitor the maintenance of hostels. For the smooth working of both hostels, there is separate hostel committees are constituted for the redressal of grievances of students. Under the RUSA grants, Rs.454211 has been spent on renovating both boys' and girls' hostel.

The hostel committee conducts various sessions for girls on the topics like personality development, health and hygiene, stress management, etc. As far as boys hostel is concerned they celebrate various days like Ganesh festival, and Rangapanchami (holi) and conduct the welcome program for freshers in the boy's hostel. A committee of three members is constituted for boys hostel and the chairman monitors the issues and needs related to boys in the hostel. Girls hostel celebrates Rangapanchami and Dandiya. Every Tuesday and Friday a lady doctor visits the girls hostel for health intervention. If the serious issue occurs then, the girl student is referred to a nearby hospital which is just opposite to the institute.

Institute has four staff quarters and two guest house. All are well equipped and the necessary facilities are provided. The Administrative officer monitors and provides the necessary services.

A canteen facility is also provided in campus for students, staff, and visitors. The canteen is run by the contractor. The contractor is having the responsibility of maintaining of the canteen. Recently Rs.500000 has been spent for canteen renovation under RUSA. The food committee is constituted to check the quality of food.

Library maintenance is done by the library staff, i.e. bookkeeping and taking care of the E-library with the help of supporting staff appointed in the library. The Library Committee is constituted of 11 members, including two student representatives, for purchase of books, journals, equipment, etc., and control over all activities of the library under the guidance of the Library chairman. From the academic year 2018, Rs.1783496 has been spent on knowledge resources under RUSA.

Boy's Hostel, Girls Hostel, Day Care Centre, and Counselling Cell are run by the Institute. To maintain this, Institute has appointed separate staff. A separate Committee exists to look after the personal, academic, and other issues related to the students. Individual Counselling Sessions are arranged for the students as per their requirements. Counseling sessions are conducted by experts. The Chairman of the counseling cell maintains the records of the students seeking counseling services. In Emergency, or during ill health the students are referred to Psychologists, Psychiatrists, and General Practitioners. Through fieldwork, Institute has Linkages with these experts. A common room for the Boy and Girls is located in Institute with the necessary facilities.

Institute has indoor and outdoor sports facilities available for the students within the campus. The indoor sports include chess, carom, table tennis, and outdoor sports include 100m running, 100X4 m relay, slow cycling, tug of war, foot ball, handball, basketball etc. In order to carry out the sports activity smoothly the committee is constituted by the director of the institute. The committee in turn constitutes a students

committee representing different programs. A detailed schedule is prepared and displayed on notice boards of various programs. Earlier i.e. till the year 2018-19, the Sports Officer was keeping the track of the students for sports activities and the maintenance of college gymnasium. But due to Pandemic, it is monitored by an existing sports committee. The gymnasium consists of dumbbells, skipping rope, a ring, etc. All these equipments are maintained under the monitoring of the Administrative Officer.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 45.29

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
686	661	574	206	235

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 12.11

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
79	57	100	172	213

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: B. 3 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 0

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: B. 3 of the above

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 17.71

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
82	56	113	54	69

File Description	Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response: 7.97

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 40

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 60

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	3	0	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg:

IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	3	0	0

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 13

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	0	2	6

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Students have active representation on academic and administrative bodies and committees in CSIBER. To

promote and encourage students' involvement in various events and activities, the process for the selection of student representatives is done at different levels. Various cultural events, sports events, special events, and multiple days like Independence Day, Republic day, Science Day etc. are organized through multiple committees. These activities help to recognize and encourage the efforts of students, and improve the event management skills. It helps to maintain good relationships among the students, staff members, and management.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 9.8

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
4	29	6	5	5

File Description	Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

5.4.1

SIBER Alumni Association Kolhapur was formed on 5th July 2012 with registration under the Government of Maharashtra Act Registration No Maharashtra /31061/ Kolhapur.

The alumni association has the task of maintaining the connection with the alumni, providing ongoing information about the academic programs, and cultural events, and to raise funds if required. E bulletins are mailed to all the alums on the mailing list. Alumni Association is led by Dr U.M.Deshmukh as the President along with 6 other members. Dr. Shruti Jamsandekar is the Chairperson of the Executive Committee, along with 5 Members from all the departments.

The Institute has alumni who are leaders in their respective fields and are role model for our students. They play roles as teachers, BOS Members, facilitators for internship and final placements, and counselors.

Alumni Student Mentorship Program is an initiative of the alumni Executive Committee to bring together alumni mentors and student mentees. Alumni meets of various batches of MBA, MCA,MSW, MBA Envnt. are conducted on the campus. During the pandemic, online platform was used to connect with the alums.

Alumni delivered guest lectures to the students on various topics like digital marketing, managing in Covid 19 times, multiple trends in IT, Placement opportunities, fieldwork, human behavior aspects, etc.

Alumni support in organizing the various industry orientation visits. Many alumni are working as HR managers in various reputed organisations in and around Kolhapur, Pune,Belgavi etc.

Alums are offering live projects to our MBA, MCA, and MSc students. They recommend and provide placement support for the final placement of passing out students.

Alum association during 2019-20 had undertaken a unique project of helping underprivileged children from rural areas. As a part of this project, Zilla Parishad school from flood affected village in Sangli District was selected. The students of Std. VII of the school was given coaching in various areas like sports, arts, music, science, and personality development. The volunteers from the association participated in this activity and are going to observe the development of the children in future also. In this way, such programs serve the social purpose of the alum association.

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: A. ? 15 Lakhs

File Description	Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

The Vision and mission statements of CSIBER are clearly defined and translated into its academic and administrative activities and represent its distinctive characteristics. The vision and mission statements are as below:

Vision:

“To be an Institute of first choice of the Students.”

Mission:

- 1.To provide professional education and training to students in general and particularly those from and around Southern Maharashtra which is predominantly rural.
- 2.To provide facilities and training to teaching and research community in higher and professional education.
- 3.To promote confidence and motivate faculty and staff to efficiently address the expectations of the student community and society at large.
- 4.To equip the student community through academic autonomy to face future challenges.
- 5.To inculcate the spirit of dignity of the individual, excellence, and service

In accordance with Vision and Mission Statements, the administration of the CSIBER is proactive and learner-centric. It is one of the oldest Autonomous Institutions in the state of Maharashtra. The CSIBER has constituted the authorities and bodies such as Governing Council (GC), Academic Council (AC), Various Board of Studies (BOS), Examination Committee (EC), and Finance Committee. It has also constituted various committees such as Grievance Redressal, Internal Complaint, Library, Student Council, Anti Ragging, RTI etc. All these authorities and committees have appropriate representation of Management, Faculty, Administrative Staff, Students, Alumni and Employees.

For effective governance, CSIBER always believes in a democratic style of Management. Ideas are welcome from all the stakeholders for the improvement of the Institute in general and the student in particular. Freedom is given to all for giving ideas formally in the meetings and informally during interactions with authorities of the Institute. Teachers are empowered to suggest new educational initiatives in all forums. The Internal Quality Assurance Cell in the Institute has also taken initiatives like issuing a certificate of Appreciation and keeping on record the exemplary contribution made by faculty and staff for Institute or students.

CSIBER has created an environment for research and innovations by recruiting faculty members in different areas who come together to pursue research in various research areas. The various areas like Commerce, Management, Economics, Sociology, Social Work, Information and Communication Technology, Environmental Studies, Environment Science, and Safety are the prioritized research areas in

CSIBER. It is a recognized Research Centre of Shivaji University. The research center runs M.Phil. Programme in Commerce and Management, Economics, Social Work, and Sociology. At present, there are 20 plus Shivaji University recognized Research Guides for M.Phil. and Ph.D. in Commerce and Management, Economics, Social Work, and Sociology.

The Institute provides research facilities such as Research Laboratory with internet connectivity, a well-equipped library with online resources, and special packages like SPSS are available for researchers to conduct qualitative and exploratory research. The Institute provides open access to the Research laboratory and also provides various statistics packages, as well as web browsing and e-mail facilities to the M.Phil., Ph.D. Research scholars and faculty members of the Institute.

File Description	Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

DECENTRALISATION AND DECISION-MAKING IN CSIBER

CSIBER Kolhapur is a post-graduate institute offering various PG programmes and the M Phil research program. It has 60 faculty members, 1200 students at the Institute along with 25 support staff.

The Institute has various departments headed by the Head of the department. Faculty members of the respective departments report to the H.O.D. The individual departments conduct regular meetings to coordinate and obtain new ideas for student development. The ideas discussed in their meetings are placed before the Director and Management for suggestions and implementation support. The young faculty members were empowered to coordinate the activities of offline seminars - online webinars. The faculty empowering approach of the Institute leadership has benefitted the young faculty and created a second line of command.

Various committees are formed of multiple faculty members like the admission, library, cultural, discipline, sports, placement, etc. There is a class coordinator for every class to solve the issues of the class. The class coordinator makes the decisions about various issues pertaining to his class. They monitor the discipline, and attendance and solve the students' academic issues.

There are various events organized at the department and institute levels. There is an event coordinator who works with the other members and students. H.O.D. and the Director guide for the smooth organizing of the event. Budgets are made by the event coordinator and approved by the concerned authorities.

Regular meetings are held at the department level. Similarly, regular meetings of HOD are conducted by the Director of the Institute. Institute-level issues are discussed with the Management. The ideas from the student community are also welcome through the suggestion boxes kept at different locations. The Director periodically reviews the suggestions and takes necessary steps for improvement in the infrastructure and

the educational programs offered in the Institute. All Heads, Faculty, Staff, and Students have complete freedom and access to the Director and the Managing Trustee to share their feedback on various aspects.

Admission Committee:

Every Head of the department has the complete freedom to constitute the admission committee for their respective programs which are not affiliated to AICTE - DTE. The chairman of this committee coordinates the admission process by involving all the faculty members in the department.

Examination Committee:

The examination committee consists of the Controller of Examination, senior faculties from departments and the Director. The work of examination in all the semester is equally shared by all the faculty members in the Institute. From the activity of setting the question papers to the conduct of examination and assessment of the answer books, all the teachers share the responsibilities. For coordination, a faculty is appointed as Chairman of Subject and Senior Supervisor based on the requirements of various departments.

Democratic leadership, participative management an open conducive environment, and freedom to express their view is the characteristics of decision-making at CSIBER Kolhapur.

File Description	Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Diversification of Program Offerings and Research Thrust:

The Institute re-worked its strategic plan for the five-year period 2016-2021. Accordingly, all the departments and faculty members were informed to identify emerging areas in their respective disciplines. The idea was to float different certificates, Diplomas or post-graduate programs in the various themes. On the basis of the suggestion, proposals for starting new post-graduate programs were received from the departments.

In line with the strategic plan of the Institute, different departments floated new and job-oriented post-graduate programs. As per this plan, every department was to identify upcoming and emerging courses in their respective discipline and offer them as a full-fledged post-graduate program.

1.Economics

It was noted that there is a lack of Quantitative Orientation for Economics students in Western

Maharashtra. Identifying this gap, the department floated M. Sc. (Quantitative Economics) in 2016. Through this program, the students will be equipped to qualify for national-level examinations conducted by UGC, RBI, IES and also become Applied Economists. Accordingly, the two-year post-graduate program was designed and initiated with the necessary approvals of all the regulatory bodies.

1. Management

MBA (Business Analytics), MBA (Banking and Financial Services)

Recognizing the emerging job opportunities for management students and based on the inputs received from industry representatives, the department of Management initiated two new specializations, namely Business Analytics, Banking & Financial Services, from 2018.

1. Computer

M. Sc. (Computer Science), M. Sc. (Cyber Security)

As the world is becoming more & more dependent on computers and its applications, there is a need to explore new areas where computer applications can be designed and developed. The Institute identified the need for floating new programs under Computer Science where different specializations can be offered. With this intention, two new programs, namely M. Sc. (Computer Science) in 2018 and M. Sc. (Computer Science in Cyber Security) in the 2021

1. Social Work

Observing the impact of the pandemic on families, the department of social work felt the need to introduce a professional post-graduate program in M.A. (Counselling & Guidance) from 2022. The interactions of the faculty members with the hospitals and health care units helped to identify the need for this program.

Research Thrust:

Students of different programs are encouraged to be admitted in M. Phil. Programme offered by the Institute. This includes research specialization in Commerce, Management, Sociology, Social Work, and Economics. Workshops on Research Methodology are regularly organized for research students, guides, and teachers to promote research aptitude.

Institute has also a provision of seed money for research projects undertaken by the faculty. Faculty members are motivated and oriented to write research proposals and submit to different funding agencies. This is in line with the strategic plan of the Institute to encourage research among students and faculty members of the Institute.

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The organogram of the Institute was initially created by keeping in mind the guidelines of Autonomous Colleges. The Governing Council is the apex decision-making body of the Institute. The Management of the Institute has taken due care to induct educational experts from all over the country in GC committee. Teaching and non-teaching representative are also part of this committee. The educational experiences shared by experts help initiate new education programs in the Institute.

The Director and the Academic Council are the next in level of the organogram. All the department heads, Controller of Exams (COE), the Registrar, and student representatives are the members in the Academic Council (AC). The new programs being launched, the academic calendar prepared at the start of the academic year, and student curricular activities are discussed and finalized in this committee. Registrar, Librarian, Controller of Examinations, and the coordinator of IQAC provide a supporting role of the Academic Council.

All the Board of Studies (BOS) are the next in the level of the hierarchy of Institute Management. The BOS has members from the faculty in the department, university Nominee, and the external expert invited from well-known Institutions. For effective governance, the meeting of AC and BOS are scheduled twice in a year.

The Registrar is the Head of the administrative section, along with the finance officer and office staff provide the educational support services such as maintaining the student database, preparing the program for a list of students for each department, keeping a record and taking follow-up action for pending fee collection, maintaining liaison with the parent university, and other regulating bodies. The daily correspondence received by the Institute is noted and are directed to the respective departments for necessary action or compliance.

For day-to-day coordination of different activities, the Head of Departments make the committees as per the need. Institute has thus a well-structured setup for effective management.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

The Institute has Started Prof. Dr. A. D. Shinde, CSIBER Employee Co-operative Credit Society, with all the employees, from the Director to the peons, as members. From the credit society, members can avail loan benefit of Minimum Rs. 10,000/- to a maximum benefit of Rs. 50.00 lakhs depending upon the take-home salary and repaying capacity of the member in the time span of maximum 12 years. All the members have taken the benefit of this credit society.

Over the years, the CSIBER co-operative society has helped the employee to purchase agricultural land, construct houses, purchase agricultural equipment, plots for the construction of houses, purchase flats, and support member's children for higher education, etc. The hassle-free loan sanctioning process, low-interest rates compared to the commercial banks, and the good dividends to the members are a few advantages.

The CSIBER co-operative society offers/provides loan facilities such as:

- **Ordinary Loan**
- **Emergency Loan**
- **Festival Loan**
- **Educational Loan**
- **Housing Loan**
- **Vehicle Loan**
- **Computer Loan**

During the covid-19 pandemic in March 2020, Management of the Institute initiated a welfare scheme, especially for the non-teaching staff. Under the scheme, the Management contributed to bear the cost of the covid-19 tests if any symptoms were observed. The cost of the test is very high the Management comes forward with their initiative to promote the Welfare of the employees.

Especially in the case of faculty for career development, the Institute follows a very open and transparent policy. The faculty members and the HODs are given full freedom to identify the Faculty Development/ Training Programs in the emerging areas. The Institute pays the registration fees for faculty to attend their training programs. Faculty of all the departments have taken the benefit of the career and skill up-gradation scheme. The various staff welfare measures of CSIBER can be listed as given below:

- **Duty Leave:** For Participation in Seminars, Conferences, Workshops, Training programmes etc.

- **Medical Leave**
- **Maternity Leave**
- **Employee Provident Fund Scheme**
- **Seed Money:** For research projects
- **Medical Reimbursement:** The faculty and staff members receive the medical expenses incurred from the state government.
- **Gymnasium, Sports, and Yoga** facilities are available for the teaching and non-teaching staff.
- **Appreciation of staff** - Distinct achievement of staff, is appreciated in the form of felicitation in the IQAC meetings.

Types of Leaves	2021	2020	2019	2018	2017	2016
Duty	44	219	473	527	547	419
Medical	58	46	285	464	362	502

- The Institute contributes to Employee Provident Fund. Group Life Insurance is provided to both teaching and non-teaching staff.
- Retirement Staff Benefits- Contributed Provident Fund (CPF) is also made available for the teaching and non-teaching staff, allowing the employees to pension after superannuation. For CPF, Management contributes a share equal to the employees' share every month, and a gratuity provision is made available.

Year	2020-21	2019-20	2018-19	2017-18	2016-17
CPF Contribution	Rs. 39,48,461/-	Rs. 30,10,452/-	Rs. 30,19,897/-	Rs. 26,66,946/-	Rs. 22,27,941/-
Gratuity Contribution	Rs. 28,26,422/-	Rs. 18,05,145/-	Rs. 17,55,500/-	Rs. 14,25,300/-	Rs. 13,00,200/-

File Description	Document
Any additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 16.44

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
10	6	23	4	2

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 2.2

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	3	2

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 40.7

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
26	44	20	18	7

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institute conducts regular internal and external financial audits as per State Government's requirements. The Management has appointed an approved Chartered Accountant firm to audit the yearly accounts of the Institute and to prepare the Annual Financial Statements, which are duly certified by him. The government grants are also audited by the Audit Department of State Government and by CAG in case of Grants received from the Central Government.

The mechanism for Internal Audit and External Audit is as follows.

Internal Audit:

- Internal audit is a continuous process that ensues after each and every financial transaction, whereby the Institute itself carries out the initial stage of the internal audit by the officer appointed by the Institute.
- In the initial stage, the officer in charge scrutinizes and verifies the financial data. This is again scrutinized by the Administrative Officer and the Director for clarity, authenticity, transparency, and financial accuracy.
- The accountant closely monitors income/expenditure. The Institution is liberal yet follows the strategy of restraint as far as expenditure is concerned.
- The proper procedure for purchases is adopted. Quotations are called for the expenses above Rs.2 Lacs, and prices are compared. The Institution has formed a Purchase Committee for the purpose. The committee finalizes the quotations and passes for purchase execution.
- The audit wing of the Government visits the Institute periodically and inspects all the files pertaining to the Grants received from State Government and all the financial transactions pertaining to the Grants utilization in the Institute.
- They, in turn, submit the audit report to the institute authorities for objections, if any.
- Audit rectifications are affected based on the audit report, and the audit compliance report is submitted duly to the Audit department. For the grants received from the UGC, utilization certificates are prepared and, after verification, are certified by the Chartered Accountant.
- The Utilization Certificates are annually submitted to UGC.

External Audit:

- The external audit takes place annually after the completion of every financial year. The Trust appoints the Chartered Accountant firm.
- The auditor follows a detailed audit procedure for revenue and capital expenditures. All the financial transactions are verified with supporting invoices. The receipts under different heads are

also verified with receipts issued by the Institute.

- Departmental Accession Register, Dead Stock Registers/Purchase Registers are physically verified with the assets.
- The external auditor also audits the Utilization Grant Certificates.
- Statutory external audit and assessment of Income-Expenditure and Receipt-Payment is also done by CAG.
- The audit objections/compliances, if any, are handled by the Accounts Department of the Institute.

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 31.35

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0.35	31	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The Institute follows a well-defined strategy for mobilization of funds and optimal utilization of resources as directed by UGC. The Accounts Department prepares an annual budget estimate in consultation with Governing Body, Director, and the Departments. The significant sources of funding are as follows:

- Fee collected from the students.
- M. Phil. And MSW Grants (Salary Only) received from Maharashtra Govt. Our college is Grant-In-Aid Institution.
- Various grants received from UGC, RUSA, and ICSSR.
- Contribution by Public Leaders from the Development Financial Help Fund.
- Income from parts of campus given on lease like Karnataka Bank, Institute Canteen.
- Interest from saving of the Institution.
- Donations from industry and NGO for setting up of endowments for scholarships and lectures.
- Donations from faculty members (former and present), alumni, and well-wishers

Utilization of Resources

- The Institute has a Governing Body that help in the preparation, division, allocation, and utilization of funds.
- UGC, ICSSR, and RUSA Funds are deposited in a separate bank account. The utilization of these funds is ensured through financial auditing at the end of each financial year.
- Fees received from students are used for the development of the Institute, non-grant faculty and staff salaries, and are properly audited. Physical and Academic facilities are augmented for students.
- Library services and Sports services are strengthened. Laboratories are augmented, and IT infrastructure is increased.
- A number of workshops and seminars are organized. National and International Conferences are organized. Guest lectures, field trips, and industrial visits are organized for students.
- The Purchase Committee decides the policy and procedure for purchasing any item. Each item is purchased by comparing a minimum of three quotations received from different vendors.
- All purchases are made through a tender system. Vouchers support each and every transaction.
- All the collections are deposited in the bank, and all expenditures, recurring and non-recurring, are incurred through Cheques/Electronic mode. Only authorized persons by Management can operate the transaction through the bank.
- Tally Software does the accounts, so all the entries can be monitored by authorities.
- For each and every financial transaction, proper permission is taken from the Director of the Institute.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

- 1. Adopting Choice Based Credit System with POs & COs:** In the initial meetings after the third cycle, the IQAC committee suggested implementing the Choice Based Credit System (CBCS) for all programs in the Institute. Accordingly, with the initiative of IQAC, all the programs shifted to the CBCS pattern. The CBCS pattern of various universities was studied by the members, and the pattern of Core Courses (CC), Discipline Specific Electives (DSE), General Electives (GE), and Ability Enhancement Courses (AEC) were suggested for all the programs. This initiative brought about a qualitative change in the number of electives being offered to a student in the various programs. In the earlier system of course offering, there was no inter-department interaction among the students. With the implementation of the CBCS system, every department started offering introductory courses under General Electives (GE) to the students of other departments. This increased the inter-departmental interaction among the faculty and students. A student of Computer science had to take one course in Social Work, and a student of Management was now able to take a course on the environment. By way of this initiative, the Interdisciplinary approach being emphasized at the global level started being implemented in the Institute. Along with the introduction of CBCS the IQAC suggested drafting the Program Outcomes (POs) and Course

Outcomes (COs). This led to the systematic drafting of POs and COs of all the programs followed by the exercise of CO-PO mapping. Except for the pandemic years, the mapping has been completed, leading to streamlining the course contents as per the program objectives.

2. Learning Management Tools – Moodle & Google Classroom: The second practice institutionalized due to the initiative of IQAC is the use of Learning Management Tools such as Moodle and Google Classroom by all the faculty members. During the pre-pandemic, the IQAC suggested the use of MOODLE to be implemented for all the courses. Accordingly, faculty training was arranged to give orientation on this tool to all faculty members. As a result, each faculty member, as well as student, had a separate Moodle-id. They could create their course content, add assignments and quizzes, etc., all to be submitted online by the students. The entire exercise of internal evaluation had become paperless. During the pandemic time, the platform was shifted to Google Classroom. To train the faculty in this IT teaching-Learning tool, the IQAC conducted training sessions. Due to this, for all programs and courses, Google Classroom was created, and the regular online teaching and conduct of assignment was carried out as effectively as in offline sessions.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The IQAC requested the respective departments to review the teaching-learning process from time to time in the department meetings. The short-term concerns of students regarding the teaching and their understanding of the topics are informed to the class coordinators. The faculty coordinates these concerns of the students in the regular departmental meetings.

After reviewing The Teaching learning methodology, the IQAC initiated the ONLINE FEEDBACK SYSTEM to fine-tune the methodology. At the end of every semester, the students give course-wise feedback on the computer. The software for the same has been developed in-house and the questions included in feedback are developed in consultation with the IQAC cell. The basic objective of this exercise is to improve teaching-learning methods. Care was taken to ensure that minimum questions pertaining to teacher learning were included. In the earlier paper-based system, a lot of paper, as well as manual effort, was involved. The online system reduced this effort as well as the cost of executing the feedback exercise. In this new system, the 100 students sitting in the computer lab access the software simultaneously and provide feedback. It helps in obtaining the reports in the excel sheet and the graphs by clicking the check-off button. The manual effort and wastage of thousands of papers is completely eliminated.

The second quality enhancement measure to improve the process of teaching-learning experience in the introduction of the general course elective computer system. The IQAC observed that in the CBCS system, all the thousand students, as well as the faculty, were facing serious problems during the phase of GE course selection. The students had to physically approach the other department, locate the concerned teacher and enroll their names. There were issues such as the students approaching late and the faculty not

being available, due to which the student could not enroll for the GE Course of his choice.

Recognizing this problem and streamlining the process, the IQAC suggested implementing a software-based selection method. As per the requirement, the computer department developed the in-house software for GE selection and conducted the orientation for faculty and administration regarding the functioning of the software. The students now accessed the GE selection app from their homes on mobiles, registered their names, and selected the GE course of their choice. The individual course coordinators immediately obtained the list of students on their mobiles.

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. Any other quality audit recognized by state, national or international agencies (ISO Certification)

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender sensitization is important issue in all programs of institute. The various gender sensitization activities are

Safety and security

- The institute has 24 hours security guards on duty in the campus.
- In addition to this institute has installed IT enables surveillance system on campus with more than 100 IP cameras. That covers indoor and outdoor area.
- A full fledged Internal Complaint Committee is constituted to address issues related to female staff and students.

Gender Sensitization programs and women studies course

- To promote gender sensitization, programs are organized on campus these include international women's day, guest lectures and workshops on sexual harassment and Legal laws. The institute also offers women studies as regular course.
- A poster making competition on gender equity was held.
- Lectures are arranged on Nutrition for women, Prevention of sexual harassment by eminent speakers are arranged on Women's day.
- "Legal awareness program" sponsored by National Commission for Women, New Delhi was organized on 7th February 2020 this was to create awareness about Women and Indian Constitution and Cyber Crimes against Women.
- "Internal Complaint Committee(ICC)" organized Guest Lecture on 'Prevention of Sexual Harassment of Women at Workplace – Legal Aspects'

Counselling :

A separate counselling committee of seven members is constituted and many female students are benefited from the same. The committee is constituted by selecting at least one female member from each department. The committee members are guiding/helping student community about

- their difficulty.

Common Rooms

- The college provides a separate common room for the boys and girls students on the campus, with facilities like tables, chairs, lights, and fans.
- The campus is well equipped with separate washroom facilities for male and female students

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

- Solid waste management

The Institute aims for an eco-friendly campus and to make this a reality; institute has taken various initiatives in which the campus of the institute is declared as plastic free zone. Plastics, paper and food waste are segregated at the initial level only and it is collected in Bins which are placed in different parts of the campus. Apart from this reusable steel plates and glasses are used in the canteen. Kolhapur Municipal Corporation (KMC) collects solid waste from the campus regularly through its solid waste collection vehicle for the further process. Institute always encourage and motivates its staff and students to use eco-friendly bags and files. Initiatives are taken for campus cleaning programme through extension activities.

- Liquid waste management

The liquid wastes generated in the campus include Sewage, Laboratory, Laundry, hostel, wash rooms, urinals, basins and canteen effluent waste. For the effective treatment of liquid waste generated from all above sources, Institute has constructed two well-designed Sewage Treatment Plants (STP) which can treat 25 m³/day of sewage. The STP installed near Central Library having design capacity of 10 m³/day in which sewage from toilets is screened and collected in Aeration Tank which is equipped with Jet Aerators. In this process microbial activity will degrade the organic matter in the effluent into minerals and water. Microbial activity will be enhanced by using organic culture in aeration tank. This will help in reduction of

all the effluent parameters like BOD, COD, Suspended Solids etc. to enable reuse of this water selectively. No chemicals are used for wastewater treatment. CSIBER campus is a chemical-free zone. We use Effective Microbes (EM) technology. The parameters of the treated water are far better than effluent parameters specified by Maharashtra Pollution Control Board (MPCB). While in another STP installed near Ladies Hostel to have eco-friendly and natural treatment, this plant is designed based on the biological treatment concept, this means naturally occurring microbes (which are present in influent water itself) removes or degrade the organic matter present in the effluent and at the end clean water is available for the non-potable usage or to dispose safely in the drainage or river bodies as per the norms.

- Biomedical waste management

Not Applicable.

- E-waste management

In the consideration of waste management, Institute has also given priority for e-waste management in the campus. With respect to e-waste, Institute has unused computers and their peripherals are the only source of electronic waste on the campus. In the Institute as on date more than 500 computers under use for practical and office work. Institute follows the policy for e-waste management in which reuse of old computers by donating them to other schools under the trust and old ones replaced with new under the buyback scheme.

- Waste recycling system
- Hazardous chemicals and radioactive waste management

The chemicals used in environmental laboratory are disposed off with the help of Kolhapur municipal corporation according to policy of local governing body.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Response:

CSIBER as an Institution provides an inclusive environment for all its staff and students a familial atmosphere with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities.

Linguistic Inclusion:

- As most of the students come from vernacular medium the college has a Language Lab dedicated to language learning that helps students from rural and non-English speaking backgrounds to adjust to life on campus

Socio-economic Inclusion:

The students coming from poor economic background are supported with

- schemes such “Earn and Learn Scheme” and “Late Dr. A. D. Shinde meritorious scholarship”

Secular inclusion:

- Different sports and cultural activities are organized inside the college and also encouraged to participate in events outside the college too. This helps promote harmony towards each other. Commemorative days like International Women’s day, International Yoga Day, World AIDS Day, World Organ Donors Day etc along with many regional festivals like Holi and Ganesh Chautarti , Dasara, Diwali are celebrated in the college. This establishes positive interaction among people of different racial and cultural backgrounds.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**Response:**

CSIBER undertakes different initiatives by organizing various activities to sensitize students and staff to the constitutional obligation: Values, Rights, Duties and responsibilities of the citizens.

- On 26th Nov Constitution day is celebrated by organizing a rally from the campus to Police station in its jurisdiction .
- Workshops and Guest lecture are arranged on campus wherein the fundamental rights, Duties, Values and responsibilities of citizens as stated in Constitution of India were discussed
- Human rights day is also celebrated similarly wherein Our constitution, human dignity ,equality, Social justice ,Human rights and freedom , importance of law are focused upon
- Every year CSIBER celebrate Republic day and Independence day by Flag hoisting and organizing various activities even celebration Constitution day and Human Right Day highlights the importance of Indian Constitution.

The institute also has linkages with different NGO's in the city. It includes NGO's working for orphan child, Aged citizens, transgender and others. In order to inculcate the right values and sensitize the students regarding their duties and responsibilities, they are placed in various NGO's for orientation. For benefit of students in all departments programs organized within the institute for different vulnerable groups.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1.The Code of Conduct is displayed on the website
- 2.There is a committee to monitor adherence to the Code of Conduct
- 3.Institution organizes professional ethics programmes for students, teachers, administrators and other staff
- 4.Annual awareness programmes on Code of Conduct are organized

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**Response:**

Institution organizes National Festivals and Birth/Death Anniversaries of the great Indian Personalities. Thoughts and works of great Indian personalities are shared on these days sometimes essay, and Speech competition on the personalities are organized. The institution practices uniform approach towards all religion functions and encourages the students and faculty to showcase the same. This helps the Staff and students to know the importance of national integrity in the country in general and their role and social responsibility in particular.

1. 26th January Republic Day and 15th August Independence day are celebrated with formal events including flag-hoisting is a grand event marked with the flag hosting by the Chief Guest who may be a Teaching and Non Teaching Staff members .
2. 5th September on Birth Anniversary of Dr. Sarvpalli Radha Krishnan we celebrate Teacher's Day with great fervor. The students organize programme for the teachers and the share their experience of the Role of Teachers in their life and society development.
3. 2nd October Mahatma Gandhi Jayanti though this day is announced as a national holiday , the institutes celebrates the birthday of great leader Mahatma Gandhi and Lal Bhadur Shastri with photo poojan and also swachata Abihan
4. 31st October Ekata Divas (Birth Anniversary of Sardar Patel)- it is celebrated as National Unity Day
5. Apart from this Institution celebrates / organizes following National and International commemorative days, Birth and Death anniversary of great personalities: like
 - o Birth Anniversary of Lokmanya Tilak, and Death Anniversary of Annabhau Sathe, our freedom Fighters on every 1st August.
 - o Birth Anniversary of Abdul Kalam as Students Day on 15th August
 - o International Women's Day(8th March)
 - o International Yoga day (21st June)
 - o World environment Day(5th June)
 - o Maharashtra Day (1st May)
 - o Birth and Death of anniversary of great personalities:
 - Savitri Bai Phule jayanti as Women Empowerment Day(3rd Jan)
 - o Dr. B. R. Ambedkar (14 April)

- o Constitution Day (26th November)
- o Human Right Day (10th December)
- o World Suicide prevention Day (10th September)
- o International Day for senior citizen (1st October)
- o World AIDS Day(1st December)

File Description	Document
Geotagged photographs of some of the events	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best Practice No 1

1.Title of the Practice: Green Campus Initiative

2. Objectives of the Practice

To make the campus green and eco-friendly

3.. The Context

The conventional energy is becoming harmful for environment. At the same time it is proving to be costly for the institute to depend on conventional sources of energy. The institute in consultation with

Environment department initiated green energy measures.

4.The Practice

The instituted installed a roof top solar energy electricity generation plant which is fully operational and is saving 80% of conventional energy needs. Also the energy is wheeled to the grid so that on holidays and vacation excess energy will be utilized. Also The tube lights on the campus are replaced with LED tubes.

5.Evidence of Success

As the solar roof top plant became fully operational energy bill is reduced tremendously by Rs. 4.5Lakhs per annum.

6. Problems Encountered and Resources Required

Installation and making the plant fully operational was the most difficult part. Also we need to take permissions from various authorities for installation and wheeling to grid.

Best Practice No.2:

1. Title of the Practice: Digital Literacy and Survey of Village Waghapur

2. Objectives of the Practice

The objective of the best practice to promote digital literacy amongst the villagers especially students from standard 7th to 10th. Another objective was to make them aware about software tools that would help them to write report, prepare presentation and perform some kind of data analysis.

3. The Context .

There is a large gap between students in city and village, the students from city have access to resources that would help them to improve their skills. But village students don't have access to these resources. To fill the gap the institute felt the need for arranging training camp for the students.

4. The practice

It was decided to provide training to the students of Vidya Mandir, Waghpur. We had a discussion with Principal of school and decided to provide training to students from 7th to 10th standard. It is decided to provide training for Word Processor, Worksheets, Presentation and Internet. A time table is prepared for the same, the faculty for each topic is identified and the same is communicated with Principal of School. The Laboratory is established by taking 10 computers from Institute. The students are divided in to batches of size 20 and then as per the time table training is given to the students.

5. Evidence of success

The students were very happy and eager to learn different software tools. Some of them were so dedicated that they learned the tools very quickly. Also they helped others to do the tasks. During hands-on session they have prepared very good presentations, documents and worksheets. The students said that they have 10 computers at a time for the first time in life.

6. Problems encountered and Resources required.

* The main problem was establishing computer lab at vidya mandir, but then 10 computers from Institute with extension boards were taken by a vehicle to vagahpur and lab was established. As all faculty from Computer department was involved in training transport facility was required this problem was solved by using Institute vehicle and personal vehicles.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

As per the guidelines in the new education policy 2020 the Institute adopted the multi disciplinary focus. The Institute also adopted the CBCS system for promoting inter departmental and intradepartmental flexibility to the students. Accordingly the student of CSIBER is able to choose a course of his/her choice which does not belong to his core area of specialization. This is only possible due to a multidisciplinary and multi faculty composition of the Institute, which normally is not possible in a single faculty Institution. The leverage of academic flexibility under CBCS encourage students to opt for courses such as environment, social work, management and IT is provided in the institute. The main thrust of CSIBER to train the students with multi-disciplinary focus is achieved with the advantage of autonomy as well as implementing CBCS pattern in its true spirit for students of all programs. The student had a good interaction with the student of other programs due to this scheme. The pressure of handling number of interdepartmental students made the IQAC to think and implement an IT enabled system for course selection. This again was developed in-house by the faculty of CSIBER. The interdepartmental interaction of the student and development of the new IT system for course selection can be highlighted as a success of this CBCS system at CSIBER. The close knit department and the coordination among the various department could make this a success.

In Last five years institute has introduced various new programs and specializations through CBCS pattern. A new program M.Sc. (Computer science) is introduced from year 2018-19 also a proposal to start M.Sc.(Cyber Security) is submitted to the university . Also new specialization like Business Analytics and Banking and Financial Services were introduced as a part of Master of Business Administration curriculum. The students were offered with more specialization also the opportunity is provided to select a course of interest that is not a part of regular curriculum through generic elective.

The Institute is continuously upgrading the infrastructure for improving IT enabled function. Recently a full pledge data centre is established and is fully functioned now. A new Laboratory with 250 computers is created with necessary software. The Library resources are continuously upgraded every year by purchasing latest books. The Library adds hundred's of titles every year with sufficient no. of volumes.

Due to such initiatives CSIBER has become a pioneer institute in offering multidisciplinary programs in emerging areas in management, computer science, social work, environment and economics. In western Maharashtra the institute has become a most sought for college by all students and it has contributed to make CSIBER a well known brand for quality higher education.

5. CONCLUSION

Additional Information :

Apart from the regular academic initiatives, CSIBER is also known for its student development and social extension activities in and around Kolhapur. Some of the activities for student development include encouraging students to conduct national days and participate in cultural and traditional programs to develop their interpersonal and social skills. The social extension activities during normal as well as natural calamities, have given good training to the students for committing to a societal cause. At the same time, it also helped the Institute to be known in the region more extensively for education, students' development activities as well as social interventions.

Concluding Remarks :

With the rich experience in higher education for more than four decades, CSIBER is fully prepared to become a good Private University. The autonomous status gave the background to function as a mini university. The quality accreditations conferred by the various regulating authorities over the years also strengthen the future plans of the Institute. Therefore, the Institute is all set to realize the dream of the founder to transform CSIBER into a full-fledged university.